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ABSTRACT

An evaluation was conducted of the Hawaii Food Stamp Employment and Training/Job Opportunities and Basic Skills Program Conformance Demonstration, known as PRIDE (Positive Response in Developing Employment). The impact analysis examined client participation patterns, services, and employment outcomes. A pre-post/demonstration-comparison site design compared differences in the demonstration (Oahu) and the comparison (Hawaii) sites. Department of Human Services administrative data files, Unemployment Insurance quarterly earnings records, and University of Hawaii postsecondary education completion data were analyzed. Findings indicated that administrative data files needed to answer many questions concerning participation patterns were not archived. Response to being called in to participate in an employment and training program dropped 25 percent during the demonstration. Declines in average monthly participation occurred in individual job search (down 40 percent) and basic education (down 5 percent). Participation increased in vocational training (17 percent) and work experience (25 percent). Effects of the demonstration were measured for employment rates immediately following program participation, quarterly earnings immediately following job placement, and job retention rates six months after employment. Most differences were statistically insignificant. The only measure that showed a significant net effect was employment retention..(Appendixes include methodology and data used and detailed statistical results in 25 tables.) (YLB)

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Hawaii Food Stamp Employment and Training/JOBS Conformance Demonstration:

Impact Evaluation Final Report

Deanna T. Schexnayder
Jerome A. Olson

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Executive Summary

The Center for the Study of Human Resources (CHR) of the LBJ School of Public Affairs at The University of Texas at Austin conducted an evaluation of the Hawaii Food Stamp Employment and Training (FSE&T)/Job Opportunities and Basic Skills (JOBS) Program Conformance Demonstration under contract to the Hawaii Department of Human Services (HDHS). The demonstration and the evaluation were sponsored by the Food and Nutrition Service of U.S. Department of Agriculture. The evaluation was designed to assess the impact of the demonstration on participation patterns, service delivery, client outcomes, and costs. The evaluation encompassed the period from January 1992 to June 1995. This report presents the results from the impact component of the evaluation.

Overview of the Demonstration. Hawaii's Food Stamp Employment and Training/JOBS Conformance Demonstration was in operation on the island of Oahu between November 1993 and September 1996. The Oahu program was given the name PRIDE (Positive Response in Developing Employment), and its goals were to:

- Maximize the employability of Food Stamp recipients and reduce Food Stamp dependency through improved consistency and coordination between the JOBS and FSE&T programs (primary goal).
- Coordinate across programs to reduce administrative and service costs.
- Enhance FSE&T services through the use of a new case management system, the addition of new barrier removal and family social support services, and an expanded emphasis on educational activities.
- Decrease program errors due to reduced complexity of and conflicts between program regulations for the FSE&T and JOBS programs.

The demonstration also was intended to increase overall fairness by offering all public assistance recipients "the same realistic and meaningful opportunities to achieve self-sufficiency." The key features of PRIDE's strategy included the introduction of a comprehensive case-management approach designed to link families and individuals to needed support services for the removal of psycho-social barriers to employment, followed by the provision of needed employment preparation training, basic education, and vocational training services.

Impact Analysis Research Questions. The impact analysis was designed to address the following research questions about client participation patterns, services and employment outcomes:

Participation patterns

- Were there any significant changes in the number of Food Stamp recipients who were mandatory work registrants?
- How did the demonstration affect the number of mandatory work registrants who would have been exempt had exemption criteria not been altered for the demonstration?
- How did the demonstration affect the number of mandatory work registrants who responded to the initial appointment invitation?
- Did the demonstration affect the number of mandatory work registrants who were issued notice of adverse action for failure to participate in required services?
- What was the number of individuals sanctioned 1st, 2nd, and 3rd times?
- How did the demonstration affect the number of mandatory work registrants who actually participated in FSE&T services?
- Did the number of Food Stamp recipients who are voluntary participants increase as a result of the demonstration?

Services

- What types of services were selected by the participants?
- Did the demonstration increase participation in different services?
- Did the demonstration change the duration and intensity of E&T services received?
- Did the demonstration change/increase the number or type of supportive services received?
- Did the number of participants receiving services from other agencies through non-financial arrangements increase as a result of the demonstration?

Employment Outcomes

- Did the number/percent of participants who entered employment increase?
- Was the participant able to obtain employment in the area trained?
- Did the average wage rate at placement increase?
- Did employment retention rates increase?

Summary of Research Results.

Participation patterns. Many of the research questions concerning participation patterns could not be answered because the administrative data files needed to answer these questions were not archived. This data difficulty affected all questions that relied

on the use of historical data on exemption status and mandatory and volunteer status. Attempts to retrieve the history of these variables through the manipulation and matching of a number of administrative files were unsuccessful.

Response to being called in to participate in an employment and training program dropped 25 percentage points during the PRIDE demonstration after adjusting for differences in demographic and economic differences between the demonstration and comparison sites. However, this decrease in response rates was not accompanied by a corresponding increase in the issuing of Notice of Adverse Actions (sanctions). Use of this tool was very rare in the baseline period and did not increase in the demonstration period. The decline in response to call-in possibly resulted from the longer length of time that persons in the PRIDE pool had to wait before being called in to participate in the program. Differences in the data sources used to calculate this statistic also may have accounted for some of the response rate decline.

Actual participation in a component among those who had been called-in also dropped during the PRIDE demonstration. After adjusting for demographic and economic differences, participation rates declined by 58 percentage points. Differences in the manner in which 'participation' was defined between the two data sources may have accounted for some of this decline.

Services. Participation in individual components changed significantly as a result of the PRIDE demonstration. Far more emphasis was placed on an upfront assessment, with a total of 779 individuals served in this component for an average duration of 1.69 months. Assessment was not delineated as a separate component in the regular FSE&T program.

Among the other components, a major decline in the average monthly participation occurred in Individual Job Search (-40 percent), accompanied by a small decline in Basic Education (-5 percent). These reductions in participation were balanced by increases in other activities, with positive adjusted net effects of 17 percent and 25 percent in Vocational Training and Work Experience, respectively. These changes correspond to the intended design of the PRIDE demonstration to increase participation in components that improved participants' competitiveness in the labor market.

Some major shifts in the average number of months persons were enrolled in individual components also occurred at a result of the PRIDE demonstration. Regression-adjusted results indicate that the monthly duration of job search skills increased by 1.2 months, probably the result of adding the Ho'alá curriculum to this component. Surprisingly, the length of time in basic education declined significantly during the demonstration, with a net reduction of 1.6 months. This seems contrary to the

expectation that more emphasis would be placed on education and training in the PRIDE demonstration. Other changes in duration were not statistically significant.

The JOBS (and PRIDE) program instituted a major change in its participation requirements shortly before the end of the study period that required persons to work or look for work while also participating in education or training. This change in the participation requirements strongly affected the percent of persons still enrolled in selected components at the end of each time period. The regression-adjusted rates of persons completing independent job search declined by 36 percentage points while the rates of persons no longer enrolled in vocational training increased by 40 percentage points. Obviously, this shift in program rules affected individuals' participation in a major way.

While far more individuals enrolled in post-secondary education as a result of the PRIDE demonstration, these enrollments did not result in a significant increase in the share of persons receiving post-secondary degrees or certificates by June of 1995. This result occurred both because of the short time in which to observe this outcome and the change in program rules cited above.

Employment outcomes. Effects of the demonstration were measured for employment rates immediately following program participation, quarterly earnings immediately following job placement, and job retention rates six months following employment. Almost all of the differences in both unadjusted and adjusted net effects were statistically insignificant. Employment entry rates ranged from 42-47 percent for persons no longer enrolled in the PRIDE or regular FSE&T programs. Quarterly earnings averaged $1,700 - $1,900 in the quarter immediately following placement, or $566 - $633 per month.

The only measure which showed a significant net effect from the demonstration was employment retention. Approximately 50-59 percent of persons who obtained jobs were still employed six months later. Regression-adjusted net employment retention rates dropped by 12 percentage points during the PRIDE demonstration, a statistically signficant decline. However, incomplete demographic data resulted in some observations being dropped from this regression, meaning that this statistic should not be taken too seriously.

The insignificant differences in most of the employment outcomes seem to indicate that the PRIDE demonstration has not achieved its objective of improving employment outcomes by offering more intensive program treatments. The short postprogram time for which outcomes were observed and the change in program rules

that caused many individuals to drop out of their postsecondary components prior to completion may have adversely affected these results.

Conclusions. While the impact analysis of the PRIDE demonstration was able to document fairly large shifts in the share of activities in which the participants engaged, the analysis of many of the other outcomes is clouded by data issues. One clear message from this analysis is that the handling of administrative data by HDHS needs to be improved. Historical data needs to be archived on a regular basis —usually monthly or quarterly — so that key variables needed for a longitudinal analysis are not overwritten. Prior to embarking on another research demonstration for which program operators are interested in outcomes, HDHS should thoroughly review its data collection and archiving procedures. Working with an evaluator at the beginning of such an endeavor also would enable the agency to ascertain that data are being maintained in a manner that will allow the research questions to be answered.

Even with the data difficulties, the PRIDE demonstration does appear to have resulted in major shifts in the types of components in which persons enrolled. Unfortunately, testing of the major premise of this demonstration — that investing in longer-term treatments would improve participants' employability — was short-circuited when program rules in the PRIDE program were changed to require that education and training participants also work or participate in job search.

Hawaii FSE&T/JOBS Conformance Demonstration Evaluation
Final Impact Report

I. Background and Study Methods

The Center for the Study of Human Resources (CHR) of the LBJ School of Public Affairs at The University of Texas at Austin conducted an evaluation of the Hawaii Food Stamp Employment and Training (FSE&T)/Job Opportunities and Basic Skills (JOBS) Program Conformance Demonstration under contract to the Hawaii Department of Human Services (HDHS). The demonstration and the evaluation were sponsored by the Food and Nutrition Service of U.S. Department of Agriculture. The evaluation was designed to assess the impact of the demonstration on participation patterns, service delivery, client outcomes, and costs. The evaluation encompassed the period from January 1992 to June 1995. This report presents the results from the impact component of the evaluation.

A. Overview of Conformance Demonstration

Hawaii's Food Stamp Employment and Training/JOBS Conformance Demonstration was in operation on the island of Oahu between November 1993 and September 1996. The Oahu program was given the name PRIDE (Positive Response in Developing Employment), and its goals were to:

- Maximize the employability of Food Stamp recipients and reduce Food Stamp dependency through improved consistency and coordination between the JOBS and FSE&T programs (primary goal).
- Coordinate across programs to reduce administrative and service costs.
- Enhance FSE&T services through the use of a new case management system, the addition of new barrier removal and family social support services, and an expanded emphasis on educational activities.
- Decrease program errors due to reduced complexity of and conflicts between program regulations for the FSE&T and JOBS programs.

The demonstration also was intended to increase overall fairness by offering all public assistance recipients "the same realistic and meaningful opportunities to achieve self-sufficiency." The key features of PRIDE's strategy included the introduction of a

comprehensive case-management approach designed to link families and individuals to needed support services for the removal of psycho-social barriers to employment, followed by the provision of needed employment preparation training, basic education, and vocational training services. As stated by HDHS in its process and implementation report, "the PRIDE program is attempting to demonstrate that a JOBS-like FSE&T program will prove to be more beneficial to the participants due to its comprehensive and multi-disciplinary approach."(HDHS Process and Implementation Report, p. 17)

B. Impact Analysis Research Questions

Three complementary research approaches were used to evaluate this project. These research approaches are:

- A process evaluation of FSE&T program operations at the demonstration (Oahu) and the comparison (Hawaii) sites.
- An impact study that includes statistical analyses using measures designed by HDHS and program data collected from the demonstration and comparison sites.
- A cost analysis of the demonstration project.

The process evaluation was conducted by the HDHS, while the impact and cost evaluations were conducted by CHR.

The impact analysis was designed to address the following research questions about client participation patterns, services and employment outcomes:

Participation patterns

- Were there any significant changes in the number of Food Stamp recipients who were mandatory work registrants?
- How did the demonstration affect the number of mandatory work registrants who would have been exempt had exemption criteria not been altered for the demonstration?
- How did the demonstration affect the number of mandatory work registrants who responded to the initial appointment invitation?
- Did the demonstration affect the number of mandatory work registrants who were issued notice of adverse action for failure to participate in required services?
- What was the number of individuals sanctioned 1st, 2nd, and 3rd times?

- How did the demonstration affect the number of mandatory work registrants who actually participated in FSE&T services?
- Did the number of Food Stamp recipients who are voluntary participants increase as a result of the demonstration?

Services

- What types of services were selected by the participants?
- Did the demonstration increase participation in different services?
- Did the demonstration change the duration and intensity of E&T services received?
- Did the demonstration change/increase the number or type of supportive services received?
- Did the number of participants receiving services from other agencies through non-financial arrangements increase as a result of the demonstration?

Outcomes

- Did the number/percent of participants who entered employment increase?
- Was the participant able to obtain employment in the area trained?
- Did the average wage rate at placement increase?
- Did employment retention rates increase?

C. Description of Analysis Methods, Data Sources, and Limitations

The overall research design for the impact analysis relied on a pre-post/demonstration-comparison site design. Unadjusted net effects were computed by comparing differences in the two sites across the two time periods. In addition to the unadjusted net effect computation, regression analysis was used whenever feasible to compute an adjusted net effect, which adjusted for differences in the demographic characteristics of participants or the economic conditions in the two sites.

The demonstration began on November 1, 1993 and continued through September 30, 1996. The impact evaluation includes a baseline period of January 1, 1992 through June 30, 1993 and an evaluation period of January 1, 1994 through June 30, 1995.

This impact analysis was conducted by analyzing the administrative data files provided by the HDHS, Unemployment Insurance quarterly earnings records from the Hawaii Department of Labor and Industrial Relations, postsecondary education completion data from the University of Hawaii and the collection of primary data to supplement the automated administrative data.

Many of the original research questions scheduled for analysis could not be answered because the administrative data provided by HDHS was inadequate to perform the task. Most of these data difficulties resulted from the failure to keep historical archives of the files that needed to be used for the analysis. Other problems arose because of differing data sources between the demonstration and comparison sites. While most of these data limitations normally could have been addressed by using alternate data collection procedures, such techniques could not be employed under these circumstances because of the late starting date of the evaluation contract between HDHS and CHR.

A more complete discussion of the research methodology, data files and variables, and data limitations is contained in Appendix A.

II. Estimated Impacts of the Demonstration

A. Effects on Participation Patterns

1. **Were there any significant changes in the number of Food Stamp recipients who were mandatory work registrants?**

2. **How did the demonstration affect the number of mandatory work registrants who would have been exempt had exemption criteria not been altered for the demonstration?**

In the demonstration, FSE&T exemption criteria were modified to conform with the JOBS program exemption criteria. This change eliminated exemptions for some Food Stamp recipients, inducing an increase in the proportion of Food Stamp recipients who were mandatory work registrants.

To evaluate the impact of the change in exemption criteria, a simple tabulation of cases by exemption status, site, and period would be sufficient to establish the unadjusted net effect. However, historical data on work registration codes were not maintained. Due to the absence of these variables, all research questions requiring knowledge of work registration codes over time — including the two listed above — could not be analyzed.

3. **How did the demonstration affect the number of mandatory work registrants who responded to the initial appointment invitation?**

A major difference between the PRIDE demonstration and the regular FSE&T program was the manner in which Food Stamp recipients were called in to participate in the employment and training program. In the regular FSE&T program, all of the persons newly certified or recertified for Food Stamps were called in to participate in FSE&T each month. In PRIDE, however, which followed the JOBS model, the number of persons to be called in was determined by the PRIDE employment counselors, based on staff availability to provide an intensive array of services. Persons not called in were placed on a waiting list (known as a 'pool'). As openings developed, persons in the pool were called in according to the order in which they had entered the pool, their target group and exemption status.

Analysis of the call-in procedure was made difficult by the lack of automated data available from HDHS. For the demonstration period in the demonstration site, CHR personnel transcribed to magnetic media call-in data from paper records kept at the PRIDE units by hand. Because the observations were identified by name only and did

not include client number or Social Security number, CHR researchers attempted to match these call-in records with other information on the clients. Only observations for which the name could be unambiguously matched to the demographic files (approximately 80 percent of the total observations) were used.[1]

Figure 1 shows the call-in and response data as it was drawn from administrative records. First, it should be noted that the demonstration site (Oahu) is much larger than the comparison site (Hawaii). In addition, the economic and sociological attributes of the demonstration and comparison sites differ considerably from one another. Also, the gap between call-in and response gets larger in both relative and absolute terms in the demonstration site, but remains about the same size in the comparison site.

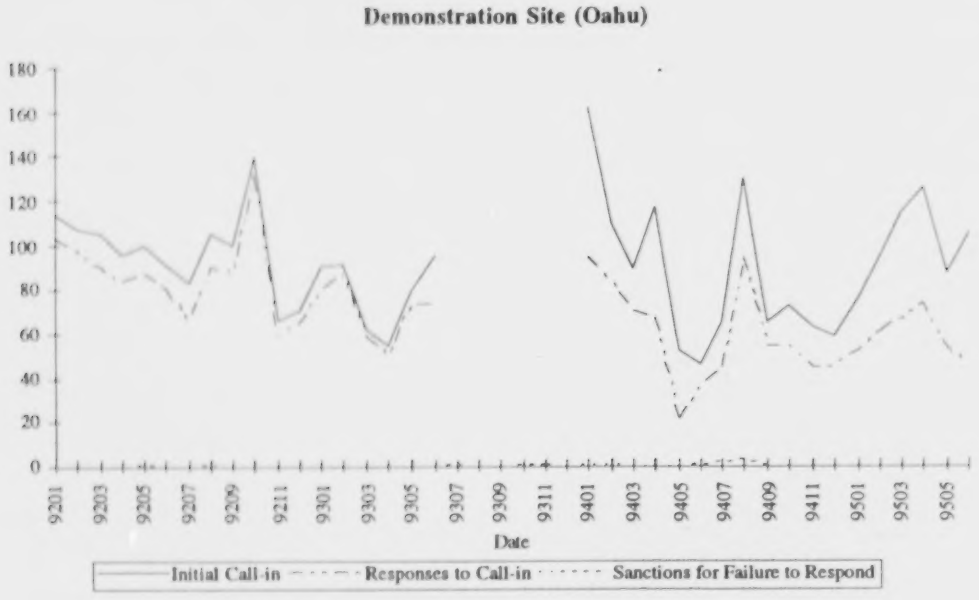
Statistical analysis of the call-in and response process included the development of a net unadjusted effect table, and a regression. Table 1 shows that in the demonstration area, response to calls-in fell from 88 percent in the baseline to 65 percent in the demonstration period, a drop of 23 percentage points. In the comparison area, there was also a drop in response rate, but the drop was only seven percent. Thus, the unadjusted net effect of the demonstration is a loss of sixteen percentage points in the percent of individuals who responded to their initial call-in.

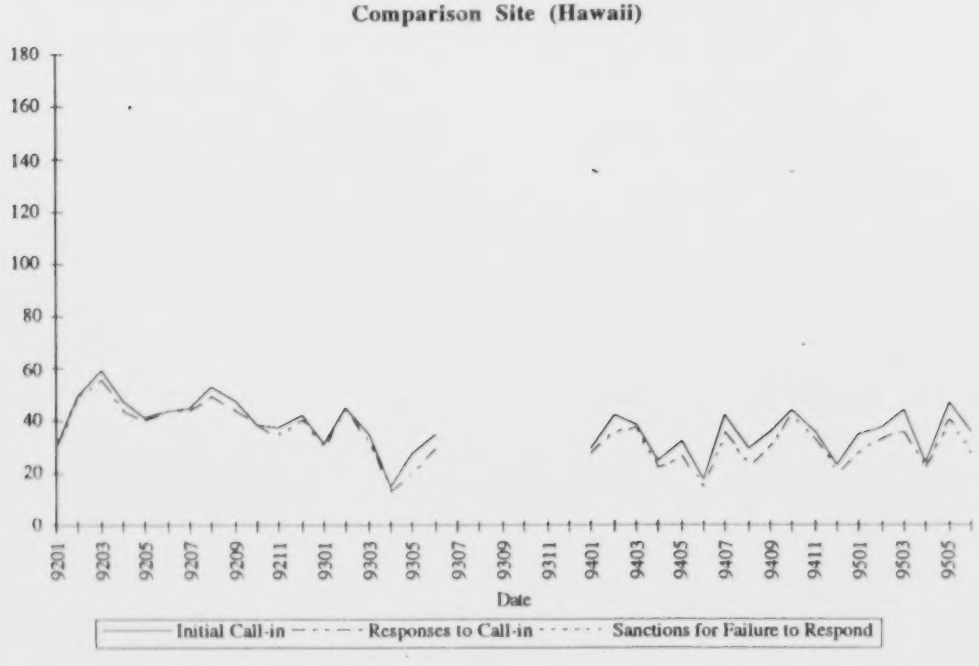
Since the unadjusted net effect of the demonstration on the rate of call-in is negative, it appears that the demonstration's goal of increasing response was not met. One possible reason for this finding results from the length of time that persons in the PRIDE pool had to wait before being called in to participate in the program. Given the instability in the lives of many Food Stamp recipients, many persons who had to wait several months to be called in may have encountered changes in their lives during that period that either prevented their program participation or rendered it unnecessary.

Two potential sources of bias also must be considered when interpreting this statistic. First, the call-in and response data for the demonstration period in the demonstration area was collected and tallied by hand, whereas the comparison data and baseline data was collected the ALEX system. The unadjusted net effect may therefore be a manifestation of how the data was collected and handled, rather than a reflection of an actual change in the response rate. Second, the unadjusted net effect may be biased by confounding factors, such as differences in the personal characteristics or economic conditions between the sites.

[1] The procedure used to match these records is explained more thoroughly in Appendix A.

Figure 1
Initial Call-in and Response





Source: ALEX, HANA activity participation files

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Table 1
Rates of Response to Initial Call-in

	Oahu (Demonstration)	Hawaii (Comparison)	Estimated Demonstration Effect
Observations from the Baseline Period			
Total Number of Work Registrants Called-in	1,656	716	
Number of Work Registrants Responding to Initial Call-in	1,464	675	
Ratio of Responses to Call-ins	88.4%	94.3%	
Number of Sanctions Imposed for Failure to Call-in	3	0	
Ratio of Sanctions to Call-ins	0.2%	0.0%	
Observations from the Demonstration Period			
Total Number of Work Registrants Called-in	1,628	610	
Number of Work Registrants Responding to Initial Call-in	1,062	531	
Ratio of Responses to Call-ins	65.2%	87.0%	
Number of Sanctions Imposed for Failure to Call-in	11	0	
Ratio of Sanctions to Call-ins	0.7%	0.0%	
Change from Baseline to Demonstration			
Total Number of Work Registrants Called-in	-28	-106	78
Number of Work Registrants Responding to Initial Call-in	-402	-144	-258
Ratio of Responses to Call-ins	-23.2%	-7.2%	-15.9%***
Number of Sanctions Imposed for Failure to Call-in	8	0	8
Ratio of Sanctions to Call-ins	0.5%	0.0%	0.5%

Source: Call-in data - manually collected by CHR staff, ALEX, HANA data systems
Sanction data - HAWI, ALEX, HANA data systems

In order to mitigate the bias induced by confounding factors, the probability of response to initial call-in was also analyzed by means of regression. The population of the regression included all persons called in. The independent variables of the regression included the county, personal and household characteristics of the individuals called, plus the dummy variables for the demonstration. The dependent variable (DEMODEMO) was a dummy which took the value 'one' if the called-in person responded before being sanctioned, and took the value 'zero' otherwise. The coefficient for DEMODEMO indicates the effect of the PRIDE demonstration after adjusting for differences in demographic and economic conditions. The results of the regression in Table 2 show a negative 24.7 percent demonstration effect. This estimated effect is not much different than the unadjusted net effect; like the unadjusted net effect estimate, it may reflect differences in data collection, rather than an actual decrease in response.

4. Did the demonstration affect the number of mandatory work registrants who were issued Notices of Adverse Action?

Although this question could not be answered for the total population of mandatory work registrants because of the lack of historical data for this variable, it was possible to analyze the number of Notices of Adverse Actions (referred to as 'sanctions') for the population of persons called in.

If an individual fails to respond to call-in without sufficient cause, the individual is supposed to be sanctioned. To test whether sanctioning is more likely in the demonstration, the number of sanctions received after initial call-in were tallied and plotted, as were the number of responses to the initial call-in. The results were shown above in Figure 1 and Table 1 along with the responses. The result of the tabulation shows that sanctions were an extremely rare occurrence, in both periods and in both sites. As far as could be determined from the data supplied by HDHS, no individual ever received a sanction for failure to respond to call-in in the comparison site, and less than one percent of calls-in resulted in sanctions in the demonstration site. It should therefore not be surprising that none of the statistical analysis of sanctioning showed any significant demonstration effect, as shown in Table 3.

Table 2
Probability of Responding to Call-in
Dependent Variable: RESPNDED

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	1.545645	7.613
Program Variables	DEMOPERD	0.068179	1.06
	DEMOSITE	-0.469568	-3.877
	DEMODEMO	-0.246567	-6.389
Economic Variables	EMPGROW	-4.153028	-4.866
	UNRAT	-0.089521	-3.445
Personal Characteristics Variables	HIGRADE	-0.001571	-0.767
	HS	0.071278	4.429
	MALE	0.015432	1.373
	AGE	0.002826	4.63
	USCIT	-0.035514	-1.608
	FILIP	-0.038811	-1.747
	HAWAIIN	-0.081412	-4.716
	WHITE	0.0152	0.895
	MIXED	-0.05454	-3.058
	MARRIED	0.02111	1.258
	NEVMAR	0.005826	0.378
Household Characteristics Variable	HH_SZ	0.002985	0.826

Dependent Mean	0.80886
R-Square	0.1229
Number of Observations	4561

Source: Call-in data - manually collected by CHR staff, ALEX, HANA data systems
Sanction data - HAWI, ALEX, HANA data systems

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Table 3
Probability of Sanction
Dependent Variable: SANCED

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.001847	0.061
Program Variables	DEMOPERD	-0.003086	-0.32
	DEMOSITE	0.002825	0.156
	DEMODEMO	0.005762	0.997
Economic Variables	EMPGROW	-0.099539	-0.778
	UNRAT	0.00023	0.059
Personal Characteristics Variables	HIGRADE	-0.000044446	-0.145
	HS	-0.001876	-0.778
	MALE	0.002781	1.651
	AGE	-0.000038823	-0.425
	USCIT	-0.002546	-0.77
	FILIP	-0.000462	-0.139
	HAWAIIN	0.001033	0.399
	WHITE	-0.000847	-0.333
	MIXED	0.001813	0.679
	MARRIED	-0.003428	-1.364
	NEVMAR	-0.00022	-0.095
Household Characteristics Variable	HH_SZ	0.000521	0.963

Dependent Mean	0.00307
R-Square	0.0052
Number of Observations	4561

Source: Manually collected data; HAWI, ALEX, HANA data systems

5. What was the number of mandatory work registrants sanctioned 1,2,3 times?

Because the issuance of sanctions was such a rare occurrence, analysis of this research question was impossible.

6. **How did the demonstration affect the number of mandatory registrants who actually participated in FSE&T?**

Due to inadequate work registration history data supplied from HDHS, it is impossible to answer this research question in its original form. However, if the question is rephrased to ask about the actual participation of people called in rather than mandatory registrants, then almost the same concept is being tested, but the rephrased question can be answered from the available data. Table 4 shows the computation of the net unadjusted demonstration effect for participation after call-in, while Table 5 displays similar results after adjusting for confounding factors.

Table 4
Rates of Participation after Initial Call-in

	Oahu (Demonstration)	Hawaii (Comparison)	Estimated Demonstration Effect
Observations from the Baseline Period			
Total Number of Work Registrants Called-in	1,656	716	
Number of Work Registrants Participating after Initial Call-in	1,460	671	
Proportion of calls-in that resulted in participation.	88.2%	93.7%	
Observations from the Demonstration Period			
Total Number of Work Registrants Called-in	1,628	610	
Number of Work Registrants Participating after Initial Call-in	527	524	
Proportion of calls-in that resulted in participation.	32.4%	85.9%	
Change from Baseline to Demonstration			
Total Number of Work Registrants Called-in	-28	-106	78
Number of Work Registrants Participating after Initial Call-in	-933	-147	-786
Proportion of calls-in that resulted in participation.	-55.8%	-7.8%	-48.0%***

Sources: ALEX, HANA data systems; manually collected data

Table 5
Probability of Participation after Call-in
Dependent Variable: PARTIC

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	1.531116	7.546
Program Variables	DEMOPERD	0.07215	1.122
	DEMOSITE	-0.517514	-4.275
	DEMODEMO	-0.581206	-15.069
Economic Variables	EMPGROW	-4.978094	-5.835
	UNRAT	-0.100487	-3.869
Personal Characteristics Variables	HIGRADE	-0.002145	-1.047
	HS	0.075765	4.71
	MALE	0.014535	1.293
	AGE	0.003201	5.248
	USCIT	0.004253	0.193
	FILIP	0.011293	0.509
	HAWAIIN	-0.035153	-2.038
	WHITE	0.006806	0.401
	MIXED	-0.020742	-1.164
	MARRIED	0.068495	4.085
	NEVMAR	0.029425	1.911
Household Characteristics Variable	HH_SZ	0.006283	1.74

Dependent Mean	0.69027
R-Square	0.3664
Number of Observations	4561

Sources: ALEX, HANA data systems; manually collected data

Both the adjusted and unadjusted net effects of the demonstration on the probability of participation for persons called in indicate statistically significant and large drops in the participation rates for PRIDE participants. The unadjusted net effect showed a participation rate decline of 48 percent, while the adjusted net effect declined 58 percent. One possible explanation for this outcome could result from the longer time that persons waited to be called in during the PRIDE demonstration, as discussed above.

Another possible reason for these results could be the different manner in which participation was recorded in the ALEX and HANA data systems. In ALEX, observations in the dataset were deemed to represent participation if they had a valid component code and there was a valid enrollment date. However, in the HANA data system, participation was based on a positive number being stored in the "hours completed" variable. Thus, to be counted as participants in the demonstration, persons needed to not only be enrolled in a component but also needed to actually show up for at least one hour. These differences in the structure of the data systems most likely contribute to at least some of the observed differences in participation between the two sites.

7. **Did the number of exempt recipients who are participants increase as a result of the demonstration?**

This research question could not be answered because of the inadequacy of the work registration history data.

Summary of Participation Pattern Results

Many of the research questions concerning participation patterns could not be answered because the administrative data files needed to answer these questions were not archived. This data difficulty affected all questions that relied on the use of historical data on exemption status and mandatory and volunteer status. Attempts to retrieve the history of these variables through the manipulation and matching of a number of administrative files were unsuccessful.

Response to being called in to participate in an employment and training program dropped 25 percentage points during the PRIDE demonstration after adjusting for differences in demographic and economic differences between the demonstration and comparison sites. However, this decrease in response rates was not accompanied by a corresponding increase in the issuing of Notice of Adverse Actions (sanctions). Use of this tool was very rare in the baseline period and did not increase in the demonstration period. The decline in response to call-in possibly resulted from the longer length of time that persons in the PRIDE pool had to wait before being called in to participate in the program. Differences in the data sources used to calculate this statistic also may have accounted for some of the response rate decline.

Actual participation in a component among those who had been called-in also dropped during the PRIDE demonstration. After adjusting for demographic and economic differences, participation rates declined by 58 percentage points. Differences

in the manner in which 'participation' was defined between the two data sources may have accounted for some of this decline.

B. Effects on Services

One primary purpose of the demonstration was to conform policies and procedures of two disparate employment and training programs, JOBS and FSE&T. In order to achieve a comparison of the programs, it is necessary to define a single set of components for the analysis that are comparable for all times and both sites. Table 6 shows how this definition was accomplished. The JOBS components, which are described in finer detail, were grouped into categories comparable to the more broadly defined FSE&T components. All analysis of participation and services between the baseline and comparison sites were then based on the FSE&T-comparable components.

This crosswalk could not be accomplished between FSE&T and JOBS for two components which had no counterparts in the other data system — assessment in the JOBS data system and community work experience in the FSE&T data system. The JOBS program called for a far longer assessment than FSE&T, which enrolled participants in a sequence of activities based on the initial interview. Community work experience designated a funding source other than the HDHS-HDLIR contract and could encompass any of the other components. It was not possible to determine the type of training or job search activities these persons actually completed.

Table 6
Hawaii FSE&T/JOBS Component Crosswalk

Hawaii FSE&T Component	Hawaii JOBS Component
Basic Education	Basic Education (GED/ESL/Remedial Education)
Individual Job Search	Job Development/Placement Job Search (Individual or Group)
Job Search Skills	Job Readiness
Vocational Training (includes ETO Job Training)	Post-Secondary Self-Initiated Post-Secondary Self-Initiated Vocational/Technical Training Job Skills Training
Work Experience	Community Work Experience Work Experience -Private
Community E&T	no equivalent
No Equivalent	Assessment

Source: ALEX, HANA data systems

1. **What types of services were selected by the participants?**
2. **Did the demonstration increase participation in different services?**

To determine the overall changes in the amount of monthly program participation, participation in each component was tallied on a monthly basis. The number of person-months of participation in each component was divided by the number of months in the study period to give the average monthly number of participants by component. These results are displayed graphically in Figure 2.

These average monthly participation levels were used to derive an estimated unadjusted net effect on the share of participation in each component. Because of the potential for confounding factors to bias the unadjusted net effects, regressions were also executed to estimate the net effect after adjustment for these factors.

Table 7 summarizes the unadjusted net effects and the adjusted net effects of changes in shares of average monthly participation by component.[2] Examination of this summary table shows that there was a major shift of participation away from Individual Job Search (-40 percent) and a small shift away from Basic Education (-5 percent). These reductions in participation were balanced by increases in other activities. The summary table shows positive adjusted net effects of 17 percent and 25 percent in Vocational Training and Work Experience. These changes correspond to the intended design of the PRIDE demonstration to increase participation in components that improved participants' competitiveness in the labor market.

Because the assessment component in the PRIDE program did not have a counterpart in the regular FSE&T program, it was not included in this comparative analysis between the sites. However, it should be noted that an average of 58 persons were enrolled in assessment each month.

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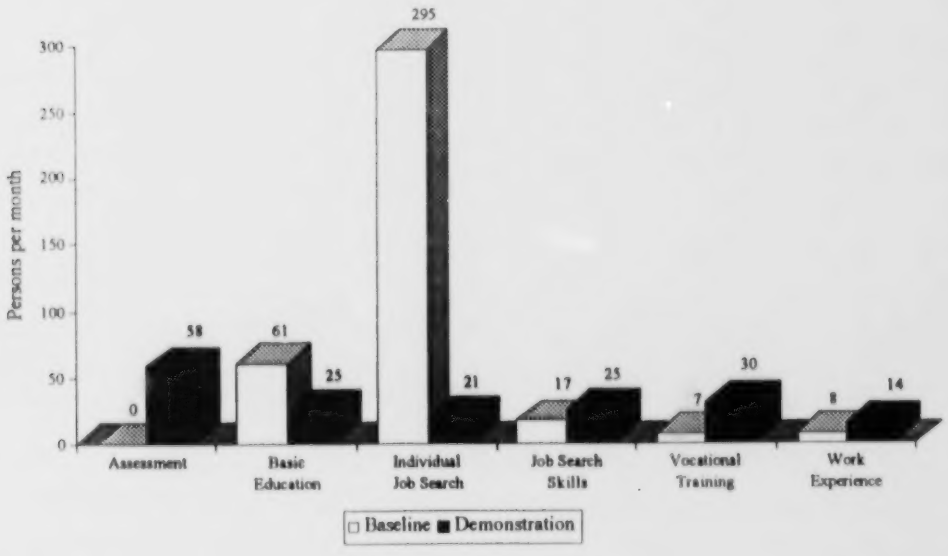
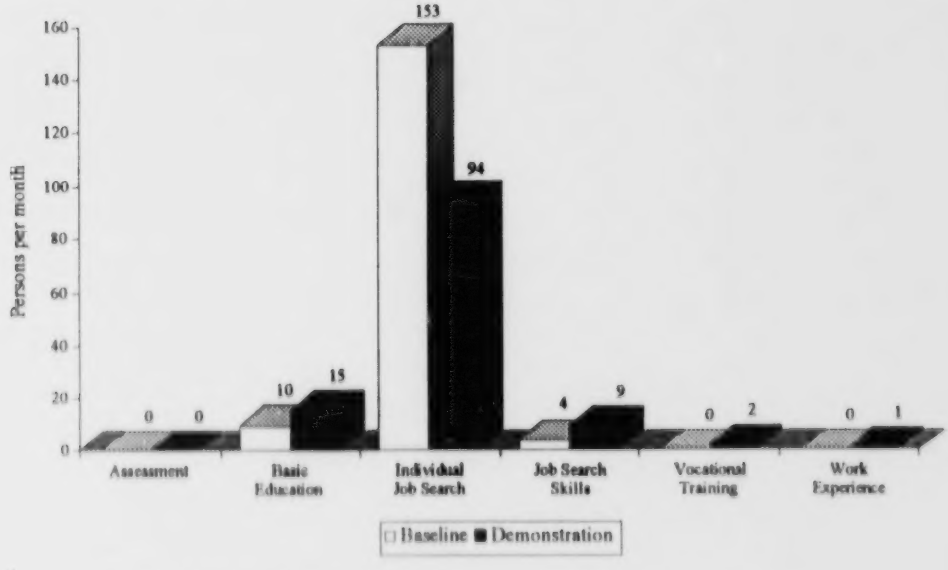
[2] Detailed tables displaying how the unadjusted net effects were computed and regression results for each component are contained in Appendix B, Tables B1 - B10.

Figure 2
Average Monthly Participation by Component

Oahu



Hawaii



Source: ALEX, HANA data systems

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Table 7
Summary of Net Demonstration Effects on Participation by Component

Activity	Unadjusted Net Effect	Adjusted Net Effect
Basic Education	-0.7%	-5.1%**
Individual Job Search	-48.6%***	-40.3%***
Job Search Skills Training	+13.5%***	+2.4%
Vocational Training	+23.6%***	+25.0%***
Work Experience	+9.4%***	+17.1%***

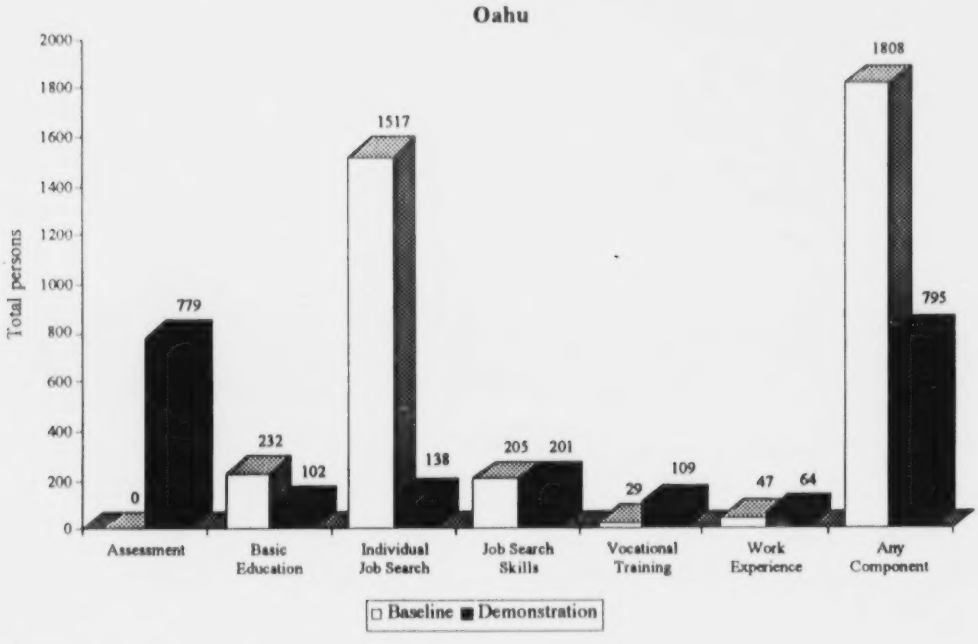
Sources: Summarized from Appendix B tables

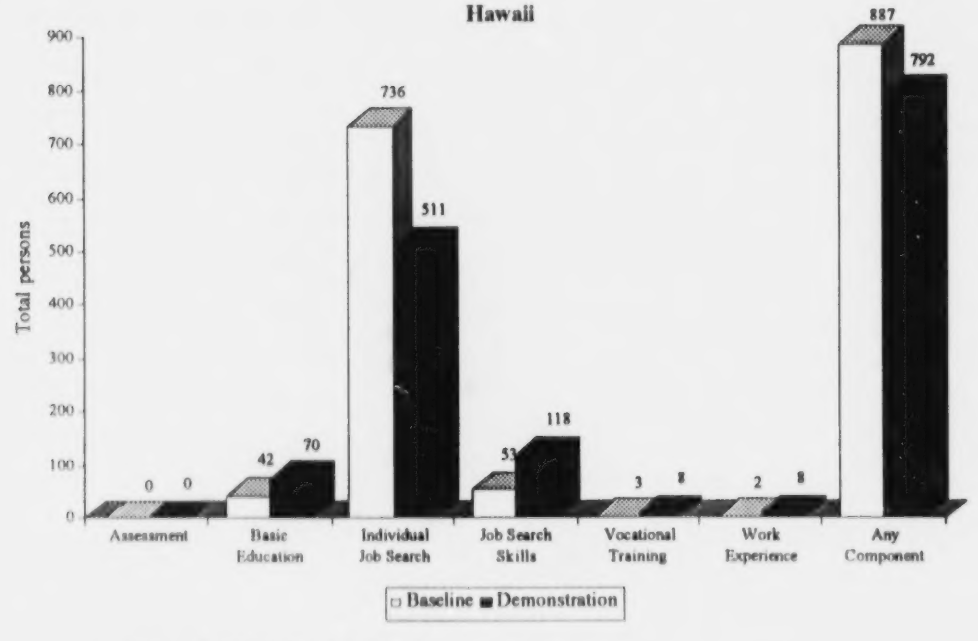
In addition to analyzing the average number of persons served on a monthly basis, it is of interest to observe the total number of *unduplicated* participants served in each of the components over time and across sites. As shown in Figure 3, the shift from individual job search to more intensive and long-term components greatly reduced the total number of persons served in Oahu between the baseline and demonstration periods. While the largest share of persons in the baseline period participated in that component, only 17 percent of total persons served in the PRIDE demonstration participated in individual job search. Instead, assessment accounted for the largest number of persons served in PRIDE, with 779 of the 795 total participants enrolling in this component.

3. Were there any changes in the duration and intensity of services received?

One objective of the PRIDE demonstration was to enroll participants in longer-term components that could increase their employability. Thus, one would expect an increased intensity and duration of participation in the PRIDE components to accompany the observed decline in the number of persons served. Because the total hours of participation were not collected in the ALEX data system, it was not possible to compare intensity between the two sites. However, the duration (in months) could be compared across the two data systems.

Figure 3
Total Participants by Component





Source: ALEX, HANA data systems

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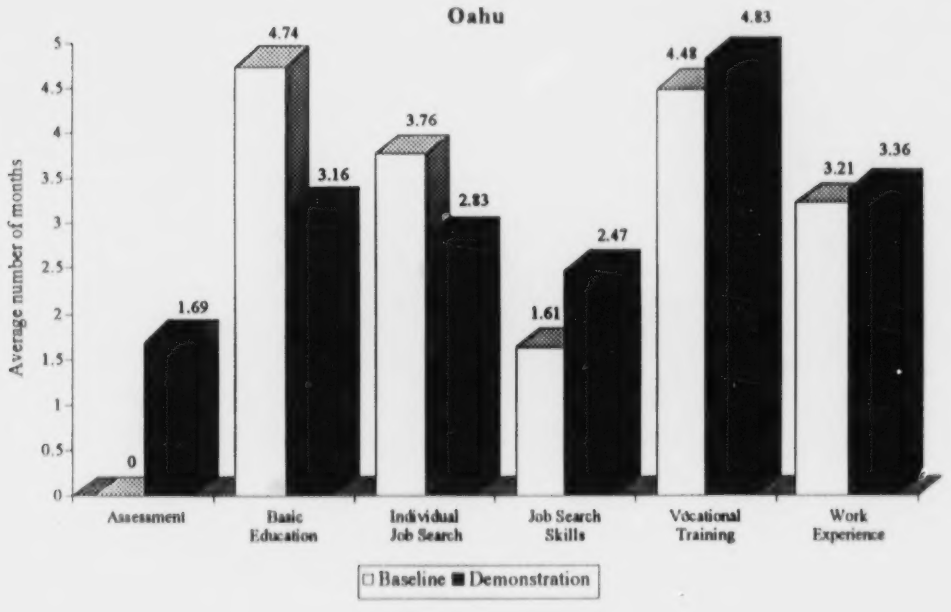
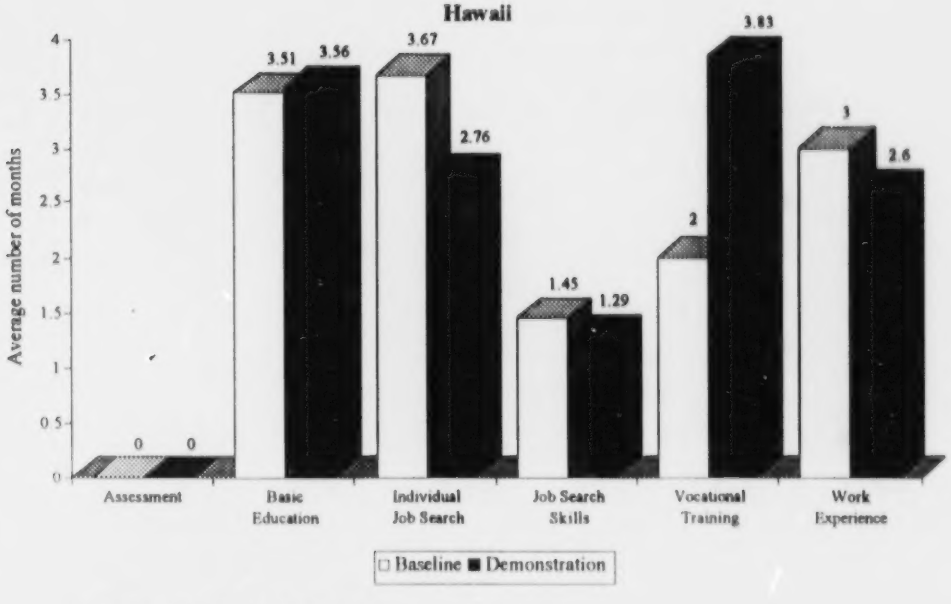
Figure 4
Average Duration of Participation by Component





Source: ALEX, HANA data systems

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Figure 4 displays the average number of months of participation in each component for individuals who were no longer enrolled at the end of each study period. While education and training participants were enrolled in the program for somewhat longer periods of time than persons in job search and job search skills, some major shifts in duration occurred between the baseline and demonstration period. The most obvious change was the longer duration of job search skills (which included Ho'ala) in the PRIDE demonstration. PRIDE participants also averaged 1.69 months in assessment. Although there was no way to measure how long persons participated in assessment in the regular FSE&T program, it was considered to be a minimal part of the program.

Unadjusted and regression-adjusted net effects of the demonstration were computed for the percent of persons completing their participation in each component by the end of the study period and the monthly duration in each comparable component. Table 8 summarizes the results of these calculations.[3] After adjusting results for confounding factors, the monthly duration of job search skills increased by 1.2 months, probably the result of adding the Ho'ala curriculum to this component. Surprisingly, the length of time in basic education declined significantly during the demonstration, with a net reduction of 1.6 months. This seems contrary to the expectation that more emphasis would be placed on education and training in the PRIDE demonstration. Other changes in duration were not statistically significant, typically due to either small changes between the two time periods or the small number of persons enrolled in those components.

Of the persons completing their participation in each component by the end of each period, only independent job search showed a significant net effect, with the rates of persons completing this component declining by 36 percentage points. One might usually imply that the larger share of persons still enrolled in this component at the end of the PRIDE demonstration meant that these participants were having a harder time finding a job than persons in the regular FSE&T program. However, the JOBS (and PRIDE) program instituted a major change in its participation requirements shortly before the end of the study period that required persons to look for work while also participating in education or training. This change in the participation requirements probably accounts for the higher percentage of persons still enrolled in independent job search in June of 1995.

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[3] Detailed tables displaying how the unadjusted net effects were computed and regression results for each component are contained in Appendix B, Tables B11 - B25.

The share of persons no longer enrolled in vocational education increased by 40 percentage points. Although this result was not statistically significant (due to the small number of persons enrolled in this component in the baseline period), it should be observed because it probably also results from the change in program rules cited above. Interviews with program staff indicated that large numbers of individuals ended their participation in postsecondary activities when the more stringent participation requirements were implemented.

Table 8
Summary of Unadjusted and Adjusted Net Effects of Demonstration on Duration and Completion Rates by Component

Unadjusted Net Effect

Activity	Percent who completed by end of period	Average Months of Participation for Completers
Basic Education	-13.05	-1.62**
Independent Job Search	-32.59***	-0.02
Job Search Skills	06.02	1.02***
Work Experience	-13.96	0.55
Vocational Education	39.74	-1.48

Adjusted Net Effect

Activity	Percent who completed by end of period	Average Months of Participation for Completers
Basic Education	-12.32	-1.65**
Independent Job Search	-35.80***	-0.10
Job Search Skills	06.44	1.01***
Work Experience	21.04	0.91
Vocational Education	40.05	-2.19

Sources: ALEX, HANA data systems

4. Did the demonstration increase the educational attainment of participants?

One of the purposes of the demonstration was to increase the education level of participants so that they could obtain better-paying jobs. To measure the extent to which participation in educational activities resulted in GED completion or the attainment of a

post-secondary degree or certificate, CHR researchers requested GED-completion data from the Hawaii Department of Education and post-secondary education completion data from the University of Hawaii. Unfortunately, the Hawaii Department of Education was unable to provide the GED-completion data. Therefore, only post-secondary completion rates (through December of 1995) could be analyzed.

Although far more individuals enrolled in post-secondary education as a result of the PRIDE demonstration, Table 9 shows that these enrollments did not result in a significant increase in the share of persons receiving post-secondary degrees or certificates. Because 87 percent of these individuals were no longer enrolled in this component at the end of the study period, it is unlikely that a longer period in which to observe post-secondary completions would substantially change this result. While the number of individuals who dropped out of post-secondary education as a result of the change in the program rules in the PRIDE program cannot be measured, program staff have indicated that this rule change resulted in many persons dropping out of their post-secondary components.

5. **Did the demonstration change/increase the number or type of supportive services received?**

This question could not be answered because individual-level data on the number and type of supportive services received was not available.

6. **Did the number of participants receiving services from other agencies through non-financial arrangements increase as a result of the demonstration?**

This question could not be answered because data on the number of participants receiving services through non-financial agreements was unavailable in the PRIDE data system.

Table 9
Participants in Vocational Training Who Received Degrees after Participation

	Oahu (Demonstration)	Hawaii (Comparison)	Estimated Demonstration Effect
Participants from Baseline			
Total number of E&T participants in vocational training	29	3	
Number of vocational training participants who received postsecondary degrees as the result of E&T participation	1	0	
Share of all participants in Vocational Training who received postsecondary degrees as the result of E&T participation	3.45%	0.00%	
Participants from Demonstration			
Total number of E&T participants in vocational training	110	8	
Number of vocational training participants who received postsecondary degrees as the result of E&T participation	3	0	
Share of all participants in Vocational Training who received postsecondary degrees as the result of E&T participation	2.73%	0.00%	
Change from Baseline to Demonstration			
Total number of E&T participants in vocational training	81	5	76
Number of vocational training participants who received postsecondary degrees as the result of E&T participation	2	0	2
Share of all participants in Vocational Training who received postsecondary degrees as the result of E&T participation	-0.72%	0.00%	-0.72%

Sources: ALEX, HANA data systems for participation. Postsecondary education data supplied by University of Hawaii

Summary of Effects on Services

Participation in individual components changed significantly as a result of the PRIDE demonstration. Far more emphasis was placed on an upfront assessment, with a total of 779 individuals served in this component for an average duration of 1.69 months. Assessment was not delineated as a separate component in the regular FSE&T program.

Among the other components, a major decline in the average monthly participation occurred in Individual Job Search (-40 percent) accompanied by a small decline in Basic Education (-5 percent). These reductions in participation were balanced by increases in other activities, with positive adjusted net effects of 17 percent and 25 percent in Vocational Training and Work Experience, respectively. These changes correspond to the intended design of the PRIDE demonstration to increase participation in components that improved participants' competitiveness in the labor market.

Some major shifts in the average number of months persons were enrolled in individual components also occurred at a result of the PRIDE demonstration. Regression-adjusted results indicate that the monthly duration of job search skills increased by 1.2 months, probably the result of adding the Ho'ala curriculum to this component. Surprisingly, the length of time in basic education declined significantly during the demonstration, with a net reduction of 1.6 months. This seems contrary to the expectation that more emphasis would be placed on education and training in the PRIDE demonstration. Other changes in duration were not statistically significant.

The JOBS (and PRIDE) program instituted a major change in its participation requirements shortly before the end of the study period that required persons to work or look for work while also participating in education or training. This change in the participation requirements strongly affected the percent of persons still enrolled in at the end of each period in selected components. The regression-adjusted rates of persons completing independent job search declined by 36 percentage points while the rates of persons no longer enrolled in vocational training increased by 40 percentage points. Obviously, this shift in program rules affected individuals' participation in a major way.

While far more individuals enrolled in post-secondary education as a result of the PRIDE demonstration, these enrollments did not result in a significant increase in the share of persons receiving post-secondary degrees or certificates by December of 1995. This result occurred both because of the short time in which to observe this outcome and the change in program rules cited above.

C. Effects on Employment

One hoped-for effect of the demonstration was an increase in employment entries and employment retention for Food Stamp recipients. Several different data sources which measured employment were available for analysis. After studying rates of employment reported in each of these data sources, CHR researchers decided to use employment and earnings data as reported in the Unemployment Insurance quarterly wages file and the W-4 'new hire' file as the basis for this analysis. These data sources were selected primarily because they were uniformly collected in both time periods and both sites, thus eliminating any bias that would result from the use of different data sources to compute employment and earnings rates. A complete discussion of the definitions of employment and the rates of correspondence between the different data sources included in Appendix A.

1. Did the number/percent of participants who entered employment increase?

Employment entry rates were computed for persons who had participated in any component but were no longer enrolled, either because they had completed their scheduled participation or had dropped out prior to completion of their scheduled participation. Table 10 shows that employment entry rates dropped from approximately 47 percent in the baseline period to 42-43 percent in the demonstration period and that the unadjusted net effect of the demonstration on employment entry is a positive but statistically insignificant 1.3 percent. Regression results displayed in Table 11 show similarly small and insignificant placement rates as a result of the PRIDE demonstration.[4]

2. Was the participant able to obtain employment in the area trained?

This question was dropped from the analysis because no variable measured employment in the area trained for both sites and across time periods.

3. Did the average wage rate at placement increase?

The wording of this research question was changed to reflect changes in the "quarterly earnings" immediately after becoming employed rather than changes in "wage rate." Although this change was made so as to utilize a common data source for all participants, the change in variable from "wage rate at placement" to "earnings in the quarter after

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[4] Unemployment and growth variables were not included in the regression because the small sample produced unstable results due to multicollinearity between these variables and the estimators for the demonstration effects.

placement" is probably beneficial to the analysis. If the goal of employment programs is to promote client self-sufficiency, quarterly earnings have the advantage of measuring the client's economic means over a sustained period while "wage rate at placement" measures only the beginning pay per unit of time at a point in time. Wages at placement do not adequately measure gains toward self-sufficiency if the client immediately loses the job or works only a few hours a month.

Table 10
Unadjusted Net Effect of Demonstration on Employment Entry

	Demonstration (Oahu)	Comparison (Hawaii)	Experimental Effect
Baseline			
Number of Completers	1,510	672	
Number of Completers who entered employment	720	319	
Percent of Completers who entered employment	47.7%	47.5%	
Demonstration			
Number of Completers	683	584	
Number of Completers who entered employment	297	245	
Percent of Completers who entered employment	43.5%	42.0%	
Change			
Number of Completers	-827	-88	
Number of Completers who entered employment	-423	-74	
Percent of Completers who entered employment	-4.2%	-5.5%	1.3%

Sources: Completion data: ALEX, HANA data systems.
Employment data: UI Wage and W4 files

Table 11
Regression-Adjusted Net Effect
for Employment Entry

Probability of Employment Entry
Dependent Variable: ENTREMPL

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.486344	7.548
Program Variables	DEMOPERD	-0.055509	-1.96
	DEMOSITE	0.021463	0.893
	DEMODEMO	0.011537	0.315
Personal Characteristics Variables	HIGRADE	-0.001794	-0.548
	HS	0.082325	3.273
	MALE	0.036006	2.06
	AGE	-0.005475	-5.868
	USCIT	0.133544	3.683
	FILIP	0.135332	3.71
	HAWAIIN	-0.049835	-1.833
	WHITE	-0.00914	-0.347
	MIXED	-0.013902	-0.489
	MARRIED	-0.048781	-1.886
	NEVMAR	-0.008082	-0.342
Household Characteristics Variable	HH_SZ	0.000199	0.035

Dependent Mean	0.45164
R-Square	0.0342
Number of Observations	3318

Sources: Completion data: ALEX, HANA data systems.
Employment data: UI Wage and W4 files

Analysis of the wages in the quarter following placement indicated that quarterly earnings for persons becoming employed averaged $1,884 in Oahu and $1,700 in Hawaii during the baseline period. Earnings dropped in both locations during the demonstration period, resulting in an unadjusted net demonstration effect of negative $220, or negative 11.9 percent. These earnings differences were not statistically significant (Table 12).

The regression-adjusted effect on earnings at placement is of the same direction and about magnitude as the unadjusted net effect. Table 13 shows the regression that was performed to measure the adjusted net effect. In addition to the analysis reported here on the actual value of wages, similar analyses were performed on the logarithm of wages.[5] However, the demonstration effect was not statistically significant for these analyses either.

Table 12
Unadjusted Net Effect on
Earnings after Placement

	Demonstration (Oahu)	Comparison (Hawaii)	Experimental Effect
Baseline	$ 1,884	$ 1,700	
Demonstration	1,692	1,727	
Change	$ -193	$ 28	$ -220
Percent Change	-10.2%	1.6%	-11.9%

Sources: Completion data: ALEX, HANA data systems.
Employment data: UI Wage and W4 files

Note: Units tabulated are average quarterly earnings in dollars per quarter at placement of placed Completers.

[5] Statisticians often prefer to analyze the logarithm of wages rather than the actual value of wages because wages are bounded below by zero and possess a skewed distribution with a long tail at the high-income end. Taking logarithms shortens the tail and removes the zero boundary at the low end.

Table 13
Regression Analysis for Earnings after Placement
Dependent Variable: WAGATPLC

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	1452.748909	3.941
Program Variables	DEMOPERD	-2.735961	-0.018
	DEMOSITE	109.793176	0.864
	DEMODEMO	-183.746358	-0.913
Personal Characteristics Variables	HIGRADE	-30.303355	-1.665
	HS	322.347634	2.278
	MALE	365.946706	3.799
	AGE	4.369737	0.825
	USCIT	-72.859267	-0.335
	FILIP	286.506972	1.573
	HAWAIIN	-81.596657	-0.554
	WHITE	219.840995	1.58
	MIXED	273.242637	1.809
	MARRIED	-258.104691	-1.814
	NEVMAR	-317.998528	-2.479
Household Characteristics Variable	HH_SZ	81.826241	2.67

Dependent Mean	1782.84461
R-Square	0.0313
Number of Observations	1474

Sources: Completion data: ALEX, HANA data systems.
Employment data: UI Wage and W4 files

4. Did employment retention rates increase?

For the purposes of this analysis, 'employment retention' is defined as the presence of earnings in two consecutive quarters following placement. As shown in Table 14, in the baseline period, approximately 53-54 percent of persons who obtained jobs were still employed six months later. The rates declined in the PRIDE demonstration while increasing in the comparison site, resulting in an unadjusted net effect of -7.5 percent. The differences in employment rates, however, were not statistically significant.

Table 14
Unadjusted Net Effects of Demonstration on Employment Retention

	Demonstration (Oahu)	Comparison (Hawaii)	Experimental Effect
Baseline			
Number of Completers who entered employment	717	318	
Number of Completers who entered employment who were retained	382	173	
Percent of Employed who were retained	53.3%	54.4%	
Demonstration			
Number of Completers who entered employment	296	244	
Number of Completers who entered employment who were retained	148	143	
Percent of Employed who were retained	50.0%	58.6%	
Change			
Number of Completers who entered employment	-421	-74	
Number of Completers who entered employment who were retained	-234	-30	
Percent of Employed who were retained	-3.3%	4.2%	-7.5%

Sources: Completion data: ALEX, HANA data systems.
Employment data: UI Wage and W4 files

In addition to estimating the unadjusted net effect of the demonstration on employment retention, a regression was run to estimate the effect after correcting for confounding effects. This regression is reported in Table 15. These results indicate that employment retention rates dropped by 12 percentage points, a statistically significant decline, as a result of the demonstration. However, it should be noted that about 100 observations had to be dropped from the regression because of incomplete demographic data on the individuals in the sample. An observation's missing status may been correlated with the dependent variable of the regression. Thus, one should exercise caution when interpreting this statistic.

Table 15
Regression-Adjusted Net Demonstration Effect
for Employment Retention
Dependent Variable: RETAINED

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.672373	6.563
Program Variables	DEMOPERD	0.056398	1.307
	DEMOSITE	-0.035152	-0.998
	DEMODEMO	-0.121571	-2.179
Personal Characteristics Variables	HIGRADE	-0.008456	-1.671
	HS	0.057379	1.46
	MALE	-0.078836	-2.952
	AGE	0.00172	1.171
	USCIT	-0.04292	-0.71
	FILIP	-0.005746	-0.113
	HAWAIIN	-0.067156	-1.64
	WHITE	-0.110065	-2.845
	MIXED	-0.00271	-0.065
	MARRIED	0.01167	0.295
	NEVMAR	-0.025383	-0.713
Household Characteristics Variable	HH_SZ	0.010393	1.219

Dependent Mean	0.53382
R-Square	0.0309
Number of Observations	1492

Sources: Completion data: ALEX, HANA data systems.
Employment data: UI Wage and W4 files

Summary of Effects on Employment

Effects of the demonstration were measured for employment rates immediately following program participation, quarterly earnings immediately following job placement, and job retention rates six months following employment. Almost all of the differences in both unadjusted and adjusted net effects were statistically insignificant. Employment entry rates ranged from 42-47 percent for persons no longer enrolled in the PRIDE or regular FSE&T programs. Quarterly earnings averaged $1,700 - $1,900 in the quarter immediately following placement, or $566 - $633 per month.

The only measure which showed a significant net effect from the demonstration was employment retention. Approximately 50-59 percent of persons who obtained jobs were still employed six months later. Regression-adjusted net employment retention rates dropped by 12 percentage points during the PRIDE demonstration, a statistically significant decline. However, incomplete demographic data resulted in some observations being dropped from this regression, meaning that this statistic should not be taken too seriously.

The insignificant differences in most of the employment outcomes seem to indicate that the PRIDE demonstration has not achieved its objective of improving employment outcomes by offering more intensive program treatments. The short postprogram time for which outcomes were observed and the change in program rules that caused many individuals to drop out of their postsecondary components prior to completion may have adversely affected these results.

D. Summary and Conclusions

While the impact analysis of the PRIDE demonstration was able to document fairly large shifts in the share of activities in which the participants engaged, the analysis of many of the other outcomes is clouded by data issues. One clear message from this analysis is that the handling of administrative data by HDHS needs to be improved. Historical data needs to be archived on a regular basis — usually monthly or quarterly — so that key variables needed for a longitudinal analysis are not overwritten. Prior to embarking on another research demonstration for which program operators are interested in outcomes, HDHS should thoroughly review its data collection and archiving procedures. Working with an evaluator at the beginning of such an endeavor would also enable the agency to ascertain that data are being maintained in a manner that will allow the research questions to be answered.

Even with the data difficulties, the PRIDE demonstration does appear to have resulted in major shifts in the types of components in which persons enrolled. Unfortunately, testing of the major premise of this demonstration — that investing in longer-term treatments would improve participants' employability — was short-circuited when program rules in the PRIDE program were changed to require that education and training participants also work or participate in job search.

Appendix A

Methodology and Data Used for the Impact Analysis

Research Methodology

The overall research design for the impact analysis relied upon a pre-post/demonstration-comparison site strategy. This analysis was conducted by computing each of the measures for both a baseline period prior to the demonstration and the demonstration period itself. Whenever possible, results for each of these time periods were computed for Oahu (the demonstration site) and Hawaii (the comparison site) to determine unadjusted net effects of the demonstration on each of the measures. In addition to the unadjusted net effect computation, regression analysis was used whenever feasible to compute an adjusted net effect, where the word "adjustment" refers to including variables in the regression to ameliorate the influence of confounding factors such as differences in the demographic characteristics of participants in the two counties, and different economic conditions in the counties. The variables used in the regressions are described below.

Time periods covered by the evaluation

The PRIDE demonstration began on November 1, 1993 and continued through September 30, 1996. The impact evaluation included a baseline period of January 1, 1992 through June 30, 1993 and an evaluation period of January 1, 1994 through June 30, 1995. Postsecondary outcomes data were collected through December 1995 and UI earnings data through March 1996.

Data sources

This impact analysis was conducted by analyzing the administrative data files provided by the HDHS, Unemployment Insurance quarterly earnings records from the Hawaii Department of Labor and Industrial Relations, postsecondary education completion data from the University of Hawaii and the collection of primary data to supplement the automated administrative data. Specific data sources are described in Table A-1.

To create the data sets needed to answer the research questions, relevant variables from these files were merged using either Social Security numbers or client numbers as

the variable by which to match observations. The resulting files were augmented by joining economic data from federal employment and unemployment statistics.

Table A-1
Data Sources

		Availability			
		Oahu		Hawaii	
Data Source	Contents	Baseline	Demo	Baseline	Demo
HAWI File	FS Benefits, work registration and sanctions history, demographic data	Y	Y	Y	Y
HANA File	PRIDE demonstration participant data in Oahu	N	Y	N	N
ALEX File	FSE&T referral, call-in and participant data in baseline and in comparison	Y	N	Y	Y
Postsecondary Education File	One record for every person receiving a postsecondary degree or certificate	Y	Y	Y	Y
JOBS Files	JOBS participation data	Y	Y	Y	Y
W-4 New Hire File	Starting date for all new employees in Hawaii covered by UI	Y	Y	Y	Y
UI Earnings Files	Quarterly earnings by individual and employer	Y	Y	Y	Y
Economic Data	Job growth, unemployment rate	Y	Y	Y	Y
Manually Collected Data from local PRIDE offices	Lists of persons called in for PRIDE participation	N	Y	N	N

These data files did not capture all of the information needed to answer the stated research questions. Normally, CHR would have set up procedures to collect data not contained in the automated files. However, because CHR's evaluation contract did not begin until February 1996 (past the end of the period being evaluated), this approach was not possible.

Key independent and dependent variables

The key variables used for both the descriptive statistics and the regressions are described in Table A-2.[1]

[1] Due to limitations of our statistical software, variable names are forced to contain eight or fewer characters. For this reason, some of the variable names may seem rather peculiar.

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Table A-2
Variables Used in the Analysis

Personal Characteristics Variables

Variable Name	Source	Comments
HH_SZ	HAWI benefits file	size of household
MALE	HAWI client file	dummy variable=1 if client is male, 0 if client is female
AGE	HAWI client file	age of client this month
USCIT	HAWI client file	individual is U.S. citizen
FILIP	HAWI client file	individual is of Filipino ethnicity
HAWAIIN	HAWI client file	individual is of Hawaiian or mixed Hawaiian ethnicity
WHITE	HAWI client file	individual is of white ethnicity
MIXED	HAWI client file	individual is of mixed ancestry (except mixed Hawaiian)
HS	HAWI client files	individual has 12 or more years of schooling
MARRIED	HAWI client files	individual is married or common law married
NEVMAR	HAWI client files	individual has never been married
HIGRADE	HAWI client files	highest grade of school completed

Participation Variables

Variable Name	Source	Comments
PARTIC	ALEX and HANA Files	Dummy variable for actual participation in any of BE, ASSM, IJS, JSS, VT, CET or WEXP
ASSM	HANA file	Dummy variable for Assessment
CET	ALEX File	Dummy variable for Community Education and Training
BE	ALEX and HANA participation files	dummy variable for basic education participation.
IJS	ALEX and HANA participation files	dummy variable for individual job search participation.
JSS	ALEX and HANA participation files	dummy variable for job search skills participation.
VT	ALEX and HANA participation files	dummy variable for vocational training participation.
WEXP	ALEX and HANA participation files	dummy variable for work experience participation.

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Table A-2, continued

Call-in, Response and Sanction Variables

Variable Name	Source	Comments
ICALL	hand collected call-in data	call-in was an initial call-in to this individual
RICALL	hand collected response data	response was to an initial call-in
SANC1	HAWI client file	sanction was the first sanction received after call-in and no response or participation
SANC2	HAWI client file	sanction was the second sanction received after call-in and no response or participation
SANC3	HAWI client file	sanction was the third sanction received after call-in and no response or participation
RESPNDED	HAWI client file, hand collected call-in and response data, ALEX and HANA participation file	the client responded or participated after being called in
SANCED	HAWI client file	the client did not respond or participate and was sanctioned after being called in

Employment and Education Variables

Variable Name	Source	Comments
GRAD	postsecondary education data	the client received a postsecondary education degree after participation in vocational training activity
ENTREMPL	UI wage data	the client entered employment following participation in either the baseline or demo period or within 7 months after the participation or the end of the baseline or demo period, whichever comes sooner.
RETAINED	UI Wage Data	For those who entered employment, a dummy variable for whether they continued to be employed for at least 6 months.
WAGATPLC	UI Wage Data	For those who entered employment, the quarterly wage earned in the quarter of entry.

Demonstration Effect Variables

Variable Name	Source	Comments
DEMOPERD	dummy variable created by definition	1 if observation is from demonstration period--(January 1994 - June 1995), 0 if from baseline period (January 1992 - June 1993)
DEMOSITE	dummy variable created by definition	1 if observation is from Oahu, 0 if from Hawaii
DEMODEMO	dummy variable created by definition	product of DEMOPERD and DEMOSITE. 1 if from both demo period and demo site, zero if from baseline period or Hawaii

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Data Limitations

A number of difficulties with the administrative data files hampered the ability of CHR's researchers to effectively analyze the research questions. These are noted throughout the text, with the most significant difficulties described below.

1. Because the demographic variables included in the HAWI file were overwritten as they changed and monthly files were not archived, the values of these variables are current as of the date the file was created in the spring of 1996.

2. Many research questions could not be answered because the HAWI data file was not archived on a regular basis. In particular, the lack of complete history of each client's work registration status over time made it impossible to answer any questions dealing with exemption status. These variables should have been available through the monthly 'pool' files; however, these files were not maintained consistently and were often overwritten themselves. Center researchers attempted to retrieve enough historical exemption status data to answer the research questions by matching data from the available files. However, too much data had been lost to successfully fill in the missing variables.

3. Some types of data needed to answer research questions — such as data on supportive services —were not available at all for the time periods covered by this study. While GED completion information was collected, Center researchers were unable to receive approval from the Hawaii Department of Education to use this data source.

4. Some variables were available for either the regular FSE&T program (ALEX) or the PRIDE demonstration (HANA) but not both. Examples of such variables include: services received from other agencies and whether employment obtained was in the area trained.

5. Analysis of the call-in procedure was made difficult by the lack of automated data available from HDHS because 'pool' files were not adequately maintained. For the demonstration period in the demonstration site, Center personnel transcribed to magnetic media call-in data from paper records kept at the PRIDE units by hand. These 4640 records contained the names of the individuals called and an indication of whether a response was received. Unfortunately the call-in information from these files could not be directly linked to other datasets because the observations were identified by name only, not by SSN or client number. In order to perform regressions and other statistical procedures, it was necessary to link the call-in data to demographic information in the HAWI files. In order to estimate the probability of participation after call-in, it was necessary to link the call-in data to records of subsequent participation in the HANA files. To accomplish this link, HDHS prepared a special file of all names and corresponding SSN's known to them over the baseline and demonstration periods.

The special name file contained 387,254 records, of which 324,595 were unique. The link procedure is limited to using only records of individuals with unique names, because if non-unique names were permitted, it would not be known which of the non-unique named individuals would the correct match. Of the original 4640 call-in records, 3607 had unique names. Of these 3607 unique names, 2,866 could be unambiguously matched to an SSN through the name file.

The loss of sample size due to the need to use only matched names, other things equal, possible caused larger standard errors for all statistical estimators that depended on the data. If the exclusions were systematically related to personal attributes of the clients, then the exclusions would also induce bias in any statistical estimators that depended on the data

6. Differences in the definition of participation between the ALEX and HANA data systems made it difficult to obtain comparable measures of program participation or duration. Because the evaluation was begun after the study period had ended, this inconsistency between the data systems could not be repaired through manual data collection procedures.

7. Several different data sources identified employment outcomes— HANA, ALEX, W-4, and UI wages. While the different sources of data measuring employment outcomes had relatively high correspondence rates, it was not possible to determine which of the sources was the most accurate.

   In order to assess the relative accuracy of the various kinds of employment data, observations from the various sources were compared. Eighty-one percent of all job entry events recorded in the HANA files corresponded with earnings reported in the UI wages file for the quarter containing the event. When job entry events in the HANA file were compared with UI hires and first UI wage records, only 48 percent of the job entry events could be matched. Employment starts documented in ALEX had a 75 percent chance of corresponding with an earnings record covering the month of the start, and a 76 percent chance of corresponding with an employment start from the UI wage or UI hire data.

   Because UI data was uniformly collected in both time periods and both sites, it was used in the analysis. The major limitation of this approach is that some kinds of employment are not covered by the UI wage system. The most important of these uncovered sectors are the self-employed, most agricultural employment, and the military. While exclusion of these sectors may result in the unreporting of total employment, any bias of this type probably would fall equally on both sites.

Appendix B

Detailed Statistical Results

Table B-1
Average Monthly Participation in Basic Education

	Oahu (Demonstration)	Hawaii (Comparison)	Estimated Demonstration Effect
Average Monthly Participants from Baseline			
Total number of E&T participants (Excluding Assessment and C.E.T.)	381	164	
Number of participants in this component	61	10	
Share of all participants in this component	16%	6%	
Average Monthly Participants from Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	109	113	
Number of participants in this component	25	15	
Share of all participants in this component	23%	14%	
Change from Baseline to Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	-272	-51	-221
Number of participants in this component	-36	5	-42
Share of all participants in this component	7%	7%	-1%

Source: ALEX, HANA data systems

Table B.2
Average Monthly Participation in Individual Job Search

	Oahu (Demonstration)	Hawaii (Comparison)	Estimated Demonstration Effect
Average Monthly Participants from Baseline			
Total number of E&T participants (Excluding Assessment and C.E.T.)	381	164	
Number of participants in this component	295	153	
Share of all participants in this component	77%	93%	
Average Monthly Participants from Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	109	113	
Number of participants in this component	21	94	
Share of all participants in this component	19%	83%	
Change from Baseline to Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	-272	-51	-221
Number of participants in this component	-274	-59	-215
Share of all participants in this component	-58%	-10%	-49%

Source: ALEX, HANA data systems

Table B.3
Average Monthly Participation in Job Search Skills Training

	Oahu (Demonstration)	Hawaii (Comparison)	Estimated Demonstration Effect
Average Monthly Participants from Baseline			
Total number of E&T participants (Excluding Assessment and C.E.T.)	381	164	
Number of participants in this component	17	4	
Share of all participants in this component	4%	2%	
Average Monthly Participants from Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	109	113	
Number of participants in this component	25	9	
Share of all participants in this component	23%	8%	
Change from Baseline to Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	-272	-51	-221
Number of participants in this component	9	5	4
Share of all participants in this component	19%	5%	14%

Source: ALEX, HANA data systems

Table B.4
Average Monthly Participation in Vocational Training

	Oahu (Demonstration)	Hawaii (Comparison)	Estimated Demonstration Effect
Average Monthly Participants from Baseline			
Total number of E&T participants (Excluding Assessment and C.E.T.)	381	164	
Number of participants in this component	7	0	
Share of all participants in this component	2%	0%	
Average Monthly Participants from Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	109	113	
Number of participants in this component	30	2	
Share of all participants in this component	27%	2%	
Change from Baseline to Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	-272	-51	-221
Number of participants in this component	23	2	21
Share of all participants in this component	25%	2%	24%

Source: ALEX, HANA data systems

Table B.5
Average Monthly Participation in Work Experience

	Oahu (Demonstration)	Hawaii (Comparison)	Estimated Demonstration Effect
Average Monthly Participants from Baseline			
Total number of E&T participants (Excluding Assessment and C.E.T.)	381	164	
Number of participants in this component	8	0	
Share of all participants in this component	2%	0%	
Average Monthly Participants from Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	109	113	
Number of participants in this component	14	1	
Share of all participants in this component	13%	1%	
Change from Baseline to Demonstration			
Total number of E&T participants (Excluding Assessment and C.E.T.)	-272	-51	-221
Number of participants in this component	5	1	4
Share of all participants in this component	10%	1%	9%

Source: ALEX, HANA data systems

Table B.6
Probability that a Person-Month of Activity is in Basic Education
Dependent Variable: BE

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.526403	4.075
Program Variables	DEMOPERD	0.09595	2.585
	DEMOSITE	-0.024345	-0.317
	DEMODEMO	-0.050994	-2.466
Economic Variables	EMPGROW	-0.174538	-0.323
	UNRAT	-0.011063	-0.667
Personal Characteristics Variables	HIGRADE	0.004546	4.463
	HS	-0.182323	-23.362
	MALE	-0.121127	-21.639
	AGE	0.000867	2.927
	USCIT	-0.265038	-24.394
	FILIP	-0.092175	-7.939
	HAWAIIN	-0.006619	-0.77
	WHITE	-0.073843	-8.58
	MIXED	-0.037717	-4.238
	MARRIED	0.050496	6.319
	NEVMAR	0.016869	2.213
Household Characteristics Variable	HH_SZ	0.01178	6.803

Dependent Mean	0.14591
R-Square	0.2051
Number of Observations	13603

Source: ALEX, HANA data systems

Table B.7
Probability that a Person-Month of Activity is in Independent Job Search
Dependent Variable: IJS

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.187054	1.301
Program Variables	DEMOPERD	-0.1925	-4.66
	DEMOSITE	0.136536	1.596
	DEMODEMO	-0.40314	-17.519
Economic Variables	EMPGROW	2.344312	3.899
	UNRAT	0.053629	2.907
Personal Characteristics Variables	HIGRADE	-0.001993	-1.758
	HS	0.134274	15.46
	MALE	0.163875	26.306
	AGE	0.000824	2.499
	USCIT	0.174631	14.442
	FILIP	0.067942	5.258
	HAWAIIN	-0.020466	-2.14
	WHITE	0.058259	6.082
	MIXED	0.028508	2.878
	MARRIED	-0.013162	-1.48
	NEVMAR	-0.020011	-2.359
Household Characteristics Variable	HH_SZ	-0.020949	-10.871

Dependent Mean	0.73295
R-Square	0.3732
Number of Observations	13603

Source: ALEX, HANA data systems

Table B.8
Probability that a Person-Month of Activity is in Job Search Skills Training
Dependent Variable: JSS

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.912146	9.059
Program Variables	DEMOPERD	0.272542	9.42
	DEMOSITE	-0.523644	-8.74
	DEMODEMO	0.023795	1.476
Economic Variables	EMPGROW	-4.522648	-10.741
	UNRAT	-0.121773	-9.424
Personal Characteristics Variables	HIGRADE	-0.000642	-0.809
	HS	0.003412	0.561
	MALE	-0.003834	-0.879
	AGE	-0.000512	-2.216
	USCIT	0.052057	6.147
	FILIP	0.035656	3.94
	HAWAIIN	0.026921	4.019
	WHITE	-0.005959	-0.888
	MIXED	0.031754	4.578
	MARRIED	-0.007235	-1.162
	NEVMAR	0.010856	1.828
Household Characteristics Variable	HH_SZ	0.00009302	0.069

Dependent Mean	0.07138
R-Square	0.0921
Number of Observations	13603

Source: ALEX, HANA data systems

Table B.9
Probability that a Person-Month of Activity is in Vocational Training
Dependent Variable: VT

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	-0.044488	-0.546
Program Variables	DEMOPERD	-0.007576	-0.323
	DEMOSITE	0.090053	1.856
	DEMODEMO	0.249777	19.137
Economic Variables	EMPGROW	0.397624	1.166
	UNRAT	0.015154	1.448
Personal Characteristics Variables	HIGRADE	-0.00046	-0.715
	HS	0.021428	4.35
	MALE	-0.018114	-5.127
	AGE	-0.001832	-9.793
	USCIT	0.002168	0.316
	FILIP	-0.016488	-2.25
	HAWAIIN	-0.013819	-2.547
	WHITE	0.0071	1.307
	MIXED	-0.004896	-0.872
	MARRIED	-0.047834	-9.482
	NEVMAR	-0.028628	-5.95
Household Characteristics Variable	HH_SZ	0.007444	6.811

Dependent Mean	0.05101
R-Square	0.1847
Number of Observations	13603

Source: ALEX, HANA data systems

Table B.10
Probability that a Person-Month of Activity is in Work Experience
Dependent Variable: WEXP

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	-0.703261	-10.311
Program Variables	DEMOPERD	-0.148911	-7.598
	DEMOSITE	0.402859	9.926
	DEMODEMO	0.171311	15.692
Economic Variables	EMPGROW	2.557561	8.967
	UNRAT	0.08349	9.538
Personal Characteristics Variables	HIGRADE	0.001009	1.875
	HS	0.007688	1.866
	MALE	-0.035248	-11.926
	AGE	0.000316	2.022
	USCIT	0.035889	6.256
	FILIP	-0.001302	-0.212
	HAWAIIN	0.015129	3.334
	WHITE	-0.001443	-0.318
	MIXED	-0.005311	-1.13
	MARRIED	0.021309	5.05
	NEVMAR	0.013212	3.283
Household Characteristics Variable	HH_SZ	0.003601	3.939

Dependent Mean	0.03102
R-Square	0.0813
Number of Observations	13603

Source: ALEX, HANA data systems

Table B.11
Number of Participants, Duration, and Intensity for the Basic Education Component

	Demo	Comparison	Unadjusted Net Effect
Baseline			
Participants who began in this period	232	42	
Number who completed by end of period	178	35	
Percent who completed by end of period	77%	83%	
Average months of participation for completers	4.736	3.514	
Number not complete at end of period	54	7	
Percent not complete at end of period	23%	17%	
Demonstration period			
Participants who began in this period	102	70	
Number who completed by end of period	63	57	
Percent who completed by end of period	62%	81%	
Average months of participation for completers	3.159	3.561	
Number not complete at end of period	39	13	
Percent not complete at end of period	38%	19%	
Difference			
Participants who began in this period	-130	28	-158
Number who completed by end of period	-115	22	-137
Percent who completed by end of period	-15%	-2%	-13%
Average months of participation for completers	-1.577	0.047	-1.624**
Number not complete at end of period	-15	6	-21
Percent not complete at end of period	15%	2%	13%

Source: ALEX, HANA data systems

Table B.12
Number of Participants, Duration, and Intensity for the Independent Job Search Component

	Demo	Comparison	Unadjusted Net Effect
Baseline			
Participants who began in this period	1517	736	
Number who completed by end of period	1248	571	
Percent who completed by end of period	82%	78%	
Average months of participation for completers	3.764	3.673	
Number not complete at end of period	269	165	
Percent not complete at end of period	18%	22%	
Demonstration period			
Participants who began in this period	138	511	
Number who completed by end of period	76	424	
Percent who completed by end of period	55%	83%	
Average months of participation for completers	2.829	2.762	
Number not complete at end of period	62	87	
Percent not complete at end of period	45%	17%	
Difference			
Participants who began in this period	-1379	-225	-1154
Number who completed by end of period	-1172	-147	-1025
Percent who completed by end of period	-27%	5%	-33%***
Average months of participation for completers	-0.935	-0.911	-0.025
Number not complete at end of period	-207	-78	-129
Percent not complete at end of period	27%	-5%	33%***

Source: ALEX, HANA data systems

Table B.13
Number of Participants, Duration, and Intensity for the Job Search Skills Component

	Demo	Comparison	Unadjusted Net Effect
Baseline			
Participants who began in this period	205	53	
Number who completed by end of period	178	51	
Percent who completed by end of period	87%	96%	
Average months of participation for completers	1.612	1.451	
Number not complete at end of period	27	2	
Percent not complete at end of period	13%	4%	
Demonstration period			
Participants who began in this period	201	118	
Number who completed by end of period	184	112	
Percent who completed by end of period	92%	95%	
Average months of participation for completers	2.467	1.286	
Number not complete at end of period	17	6	
Percent not complete at end of period	8%	5%	
Difference			
Participants who began in this period	-4	65	-69
Number who completed by end of period	6	61	-55
Percent who completed by end of period	5%	-1%	6%
Average months of participation for completers	0.855	-0.165	1.020***
Number not complete at end of period	-10	4	-14
Percent not complete at end of period	-5%	1%	-6%

Source: ALEX, HANA data systems

Table B.14
Number of Participants, Duration, and Intensity for the Vocational Training Component

	Demo	Comparison	Unadjusted Net Effect
Baseline			
Participants who began in this period	29	3	
Number who completed by end of period	21	3	
Percent who completed by end of period	72%	100%	
Average months of participation for completers	4.476	2.000	
Number not complete at end of period	8	0	
Percent not complete at end of period	28%	0%	
Demonstration period			
Participants who began in this period	109	8	
Number who completed by end of period	95	6	
Percent who completed by end of period	87%	75%	
Average months of participation for completers	4.832	3.833	
Number not complete at end of period	14	2	
Percent not complete at end of period	13%	25%	
Difference			
Participants who began in this period	80	5	75
Number who completed by end of period	74	3	71
Percent who completed by end of period	15%	-25%	40%
Average months of participation for completers	0.355	1.833	-1.478
Number not complete at end of period	6	2	4
Percent not complete at end of period	-15%	25%	-40%

Source: ALEX, HANA data systems

Table B.15
Number of Participants, Duration and Intensity for the Work Experience Component

	Demo	Comparison	Unadjusted Net Effect
Baseline			
Participants who began in this period	47	2	
Number who completed by end of period	33	1	
Percent who completed by end of period	70%	50%	
Average months of participation for completers	3.212	3.000	
Number not complete at end of period	14	1	
Percent not complete at end of period	30%	50%	
Demonstration period			
Participants who began in this period	64	8	
Number who completed by end of period	44	5	
Percent who completed by end of period	69%	63%	
Average months of participation for completers	3.364	2.600	
Number not complete at end of period	20	3	
Percent not complete at end of period	31%	38%	
Difference			
Participants who began in this period	17	6	11
Number who completed by end of period	11	4	7
Percent who completed by end of period	-1%	13%	-14%
Average months of participation for completers	0.152	-0.400	0.552
Number not complete at end of period	6	2	4
Percent not complete at end of period	1%	-13%	14%

Source: ALEX, HANA data systems

Table B.16
Probability of Completion by End of Period
Component: Basic Education
Dependent Variable: COMPLTR

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.710266	4.33
Program Variables	DEMOPERX	-0.022599	-0.263
	DEMOSITE	-0.009442	-0.124
	DEMODEMX	-0.123175	-1.215
Personal Characteristics Variables	HIGRADE	0.012301	1.784
	HS	-0.044154	-0.786
	MALE	0.041013	0.912
	AGE	-0.000033386	-0.014
	USCIT	-0.002921	-0.045
	FILIP	-0.027676	-0.317
	HAWAIIN	0.016567	0.246
	WHITE	0.031839	0.377
	MIXED	0.001862	0.026
	MARRIED	-0.073794	-1.229
	NEVMAR	0.027138	0.41
Household Characteristics Variable	HH_SZ	-0.002372	-0.195

Dependent Mean	0.74661
R-Square	0.0574
Number of Observations	441

Source: ALEX, HANA data systems

Table B.17
Change in Average Months of Duration
Component: Basic Education
Dependent Variable: LENKTH

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	1.289713	0.961
Program Variables	DEMOPERX	0.079065	0.116
	DEMOSITE	0.875949	1.451
	DEMODEMX	-1.650641	-1.998
Personal Characteristics Variables	HIGRADE	0.077767	1.34
	HS	-0.086209	-0.186
	MALE	-0.287808	-0.778
	AGE	0.039626	2.025
	USCIT	-0.236848	-0.43
	FILIP	-0.926583	-1.244
	HAWAIIN	1.039909	1.858
	WHITE	-0.498874	-0.733
	MIXED	0.323099	0.538
	MARRIED	0.518207	1.036
	NEVMAR	0.129355	0.243
Household Characteristics Variable	HH_SZ	0.09561	0.946

Dependent Mean	4.11818
R-Square	0.1098
Number of Observations	329

Source: ALEX, HANA data systems

Table B.18
Probability of Completion by End of Period
Component: Individual Job Search
Dependent Variable: COMPLTR

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.757524	12.892
Program Variables	DEMOPERX	0.063555	2.756
	DEMOSITE	0.063005	3.367
	DEMODEMX	-0.358038	-8.233
Personal Characteristics Variables	HIGRADE	0.005598	1.879
	HS	-0.033009	-1.474
	MALE	-0.045929	-2.945
	AGE	-0.00168	-2.06
	USCIT	0.031857	0.9
	FILIP	-0.022101	-0.678
	HAWAIIN	-0.024198	-0.995
	WHITE	0.044315	1.933
	MIXED	-0.03221	-1.291
	MARRIED	-0.002434	-0.109
	NEVMAR	0.015285	0.757
Household Characteristics Variable	HH_SZ	0.006833	1.361

Dependent Mean	0.79734
R-Square	0.0366
Number of Observations	2851

Source: ALEX, HANA data systems

Table B.19
Change in Average Months of Duration
Component: Individual Job Search
Dependent Variable: LENKTH

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	2.219046	5.347
Program Variables	DEMOPERX	-0.884582	-5.413
	DEMOSITE	0.094623	0.71
	DEMODEMX	-0.104347	-0.291
Personal Characteristics Variables	HIGRADE	0.015978	0.757
	HS	-0.073876	-0.463
	MALE	0.005453	0.05
	AGE	0.023092	4.011
	USCIT	0.209688	0.823
	FILIP	0.048248	0.206
	HAWAIIN	0.020303	0.117
	WHITE	-0.190469	-1.178
	MIXED	0.270941	1.52
	MARRIED	0.141746	0.889
	NEVMAR	0.427819	2.992
Household Characteristics Variable	HH_SZ	0.043433	1.238

Dependent Mean	3.52155
R-Square	0.0355
Number of Observations	2273

Source: ALEX, HANA data systems

Table B.20
Probability of Completion by End of Period
Component: Job Search Skills Training
Dependent Variable: COMPLTR

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.978859	9.269
Program Variables	DEMOPERX	-0.01961	-0.405
	DEMOSITE	-0.100687	-2.226
	DEMODEMX	0.064366	1.149
Personal Characteristics Variables	HIGRADE	-0.003428	-0.792
	HS	-0.011205	-0.323
	MALE	-0.01119	-0.454
	AGE	0.000407	0.309
	USCIT	0.031441	0.486
	FILIP	-0.002228	-0.047
	HAWAIIN	0.000552	0.015
	WHITE	-0.00577	-0.138
	MIXED	-0.025152	-0.693
	MARRIED	0.018115	0.489
	NEVMAR	0.025958	0.714
Household Characteristics Variable	HH_SZ	-0.00561	-0.763

Dependent Mean	0.90972
R-Square	0.0226
Number of Observations	575

Source: ALEX, HANA data systems

Table B.21
Change in Average Months of Duration
Component: Job Search Skills
Dependent Variable: LENKTH

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.914222	1.576
Program Variables	DEMOPERX	-0.132842	-0.509
	DEMOSITE	0.131585	0.534
	DEMODEMX	1.010956	3.316
Personal Characteristics Variables	HIGRADE	-0.03021	-1.277
	HS	0.029397	0.153
	MALE	0.142273	1.048
	AGE	0.007409	1.034
	USCIT	0.140993	0.385
	FILIP	0.085281	0.324
	HAWAIIN	0.254692	1.278
	WHITE	0.073945	0.321
	MIXED	0.376306	1.865
	MARRIED	-0.182318	-0.881
	NEVMAR	0.104012	0.519
Household Characteristics Variable	HH_SZ	0.069093	1.671

Dependent Mean	1.82634
R-Square	0.1159
Number of Observations	523

Source: ALEX, HANA data systems

Table B.22
Probability of Completion by End of Period
Component: Vocational Training
Dependent Variable: COMPLTR

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	0.535497	1.912
Program Variables	DEMOPERX	-0.238407	-0.973
	DEMOSITE	-0.4137	-1.854
	DEMODEMX	0.40046	1.544
Personal Characteristics Variables	HIGRADE	-0.015286	-1.398
	HS	0.157942	1.55
	MALE	0.073415	1.151
	AGE	0.008105	2.174
	USCIT	0.21177	1.889
	FILIP	0.043413	0.338
	HAWAIIN	0.046402	0.526
	WHITE	-0.117244	-1.266
	MIXED	-0.025701	-0.271
	MARRIED	-0.000536	-0.006
	NEVMAR	-0.015952	-0.182
Household Characteristics Variable	HH_SZ	0.047468	2.543

Dependent Mean	0.83448
R-Square	0.183
Number of Observations	144

Source: ALEX, HANA data systems

Table B.23
Change in Average Months of Duration
Component: Vocational Training
Dependent Variable: LENKTH

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	2.225479	0.836
Program Variables	DEMOPERX	2.354825	1.001
	DEMOSITE	2.448376	1.169
	DEMODEMX	-2.190367	-0.876
Personal Characteristics Variables	HIGRADE	-0.14146	-1.258
	HS	0.383587	0.35
	MALE	-0.64735	-1.043
	AGE	0.004389	0.122
	USCIT	1.11508	0.941
	FILIP	-0.311329	-0.235
	HAWAIIN	-2.343145	-2.803
	WHITE	-1.384474	-1.478
	MIXED	0.82918	0.895
	MARRIED	-0.428567	-0.523
	NEVMAR	-0.37594	-0.426
Household Characteristics Variable	HH_SZ	0.369411	2.046

Dependent Mean	4.68595
R-Square	0.2116
Number of Observations	120

Source: ALEX, HANA data systems

Table B.24
Probability of Completion by End of Period
Component: Work Experience
Dependent Variable: COMPLTR

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	1.493061	3
Program Variables	DEMOPERX	-0.192233	-0.517
	DEMOSITE	-0.034174	-0.1
	DEMODEMX	0.210434	0.547
Personal Characteristics Variables	HIGRADE	0.026651	1.572
	HS	-0.274469	-2.034
	MALE	0.189915	1.868
	AGE	-0.014513	-2.856
	USCIT	-0.091127	-0.489
	FILIP	-0.023304	-0.135
	HAWAIIN	-0.219155	-1.892
	WHITE	-0.033204	-0.216
	MIXED	-0.198562	-1.431
	MARRIED	-0.183802	-1.341
	NEVMAR	-0.230945	-1.606
Household Characteristics Variable	HH_SZ	-0.012619	-0.509

Dependent Mean	0.68333
R-Square	0.1676
Number of Observations	119

Source: ALEX, HANA data systems

Table B.25
Change in Average Months of Duration
Component: Work Experience
Dependent Variable: LENKTH

Category of Regressors	Regressor	Coefficient	t-ratio
Constant Term	INTERCEP	1.066755	0.338
Program Variables	DEMOPERX	-1.389165	-0.561
	DEMOSITE	-1.075328	-0.464
	DEMODEMX	0.908248	0.362
Personal Characteristics Variables	HIGRADE	-0.014666	-0.148
	HS	-0.079597	-0.106
	MALE	-0.755251	-1.375
	AGE	0.078597	2.516
	USCIT	0.687389	0.712
	FILIP	-0.000466	0
	HAWAIIN	0.436282	0.628
	WHITE	-1.755226	-2.014
	MIXED	1.196645	1.496
	MARRIED	1.749845	2.11
	NEVMAR	0.363727	0.452
Household Characteristics Variable	HH_SZ	-0.09723	-0.655

Dependent Mean	3.17073
R-Square	0.2389
Number of Observations	81

Source: ALEX, HANA data systems

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